

## Questions & Answers for Adult Education Request for Proposals – Part II

1. Will RIDE be assisting programs in developing relationships with Industry Partners in an organized forum? Will RIDE present the concept of low skilled students being trained for sustainable jobs?

The Pathways to Partnership Event was the first organized forum that introduced the concept of contextualized education. There is planning to provide additional forum/training sessions as we move forward with creation/implementation of these programs. The Industry Partners are funded by the Governors' Workforce Board to support the development of an efficient and demand-driven education system that will align resources and service delivery with the real needs of Rhode Island businesses. Similarly, Industry Partnership grants represent strategic investments in this demand-driven system which maximizes work opportunity and removes employment barriers for employers and workers alike. Additional information on specific sectors can be found at <http://www.rihric.com/ipartners.htm>. Applicants are encouraged to review skills gap studies posted on this website. The concept of contextualized education/training and job pathways has been presented to the Industry Partnerships.

2. Can we only partner with the Industry Partners?

No. Collaboration is necessary between all partners involved in establishing a career pathways system including adult education, training providers, wrap-around support services, industry partnership representative and other private sector partners. The important piece is to ensure curriculum is demand-driven which means that industry, business and labor (if applicable) provide direct input to the instructional content and assessment. These same types of resources should also be utilized to set up work exposure and work experience activities.

3. Can Industry Partners apply for this funding?

Eligible Applicants for this funding include:

- o a local educational agency (LEA);
- o a community-based organization of demonstrated effectiveness;
- o a volunteer literacy organization of demonstrated effectiveness;
- o an institution of higher education;
- o a public or private nonprofit agency;
- o a library;
- o a public housing authority;
- o a nonprofit organization not described above that has the ability to provide literacy services to adults and families;
- o a consortium of the agencies, organization, institutions, libraries, or authorities described above

If an industry partnership falls into one of those categories it is eligible to apply for funding.

4. Will there be support for the agencies after the grants are awarded (in terms of professional development and technical assistance)?

Yes, there will be opportunities for professional development and technical assistance.

5. Will all family literacy programs be expected to follow Even Start guidelines – especially the aging out guidelines for children in those families?

Family literacy initiatives must offer at least four components: adult education for parents, early childhood education (funded by partners where possible), parent education, and interactive literacy activities for both parents and children. All Family Literacy initiatives are currently following the Even Start model. While the core components mentioned above must be part of an application, applicants can propose subpopulations outside of the Even Start model (such as targeting those at age 9 – 10) and should substantiate that decision as applicable in the narrative.

6. Is the expectation around hourly requirements changing with the additional requirement of math instruction?

No there are no changes. RIDE seeks to invest in capacity to serve at least 50 students, offer at least 30 weeks of instruction (with exception of work-based learning projects) and up to 48 weeks preferably, not less than 4 hours per week with a minimum of 2 hours per week (on average) for 1-on-1 tutoring that is primary instruction and up to 15 hours per week or more if feasible or required (i.e. RI Works) and a minimum of 6,000 student hours (3,000 for 1-on-1 tutoring that is primary instruction).

7. Is an MOA expected for each partner referred to in the proposal?

If a partnership is referenced in the application an MOA would be appropriate.

8. Will new programs be funded for the RI Works training – or are the same 5 programs presently funded expected to continue to fill this area of need?

All respondents to sub-priority 2.2 addressing integration of adult education and hands-on technical training leading to academic and industry credentials for low-skilled welfare recipients will be scored and reviewed as indicated in the proposal. This will be the basis of funding decisions.

9. How should I allocate funding to support student leadership at my agency?

Programs may allocate reimbursement for expenses incurred by student leaders. This could include areas such as transportation, child care, fuel. These budgeted items can be included under contracted services. What can not be put in the budget is direct stipend costs.

10. Will CALIS produce the Significant Test Score Gains in the future?

Yes, we anticipate a report in CALIS that will indicate significant test score gain.

11. What is the definition of certain words in this RFP: Distance Learning, Dual Enrollment, Multiple Pathways, Case Management?

**Distance Learning:**

Distance education is formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software. For further information see the Rhode Island adult education distance learning policy at

<http://ride.ri.gov/adulteducation/Documents/Policy/RHODE%20ISLAND%20DISTANCE%20LEARNING%20POLICY%20final%20VERSION%200.1%2005.15.08%20da.pdf>.

**Dual Enrollment:** Dual or concurrent enrollment in adult education and postsecondary education. This model requires the transition experience includes taking one's first college course as part of the program or the course is recognized by a postsecondary education institution as meeting college credit requirements. These programs often involve co-instruction by adult education or ESL teachers with college academic faculty.

**Multiple Pathways:** While no definition has been officially adopted for Rhode Island, pathways refer to the implementation of multiple delivery models and settings to reach college and career readiness.

**Case Management:** Provision of support for adult learners to participate, persist, and engage in learning. Support may range from assistance with internal program aspects

such as interactions with instructors, goal setting, assessment or external factors effecting performance and persistence such as transportation, housing, health concerns etc. The Case Manager's primary role is to ensure that all students, regardless of their diverse and complex backgrounds are effectively receiving services.

12. Does the 25% match apply to each project (priority)?

The 25% match is applicable for each priority. In other words each project defined in the budget should have a 25% match.

13. We are applying for more than one subpriority. Can they be combined in one application or do we have to submit a separate application for each?

One application should be submitted.

14. Can the value of the donated class space be counted toward in-kind match?

Yes

15. Does RIDE allow programs to define the proportions of incumbent, underemployed and unemployed workers it serves in Priority 2.1 projects?

Priority 2.1 specifically targets low-income adults and dislocated workers. Within these categories the emphasis is on the needs of lower-skilled individuals who may not easily be served through the WIA Individual Training Account voucher system. While incumbent workers in some cases fit the category of low-income adults, applicants are encouraged to review all required elements of this subpriority to ensure objectives are met through the proposed program. RIDE will not mandate a significant percentage or proportion of the targeted subpopulation for proposed programs. This should be based on need in the community and project design.

16. We are applying for more than one subpriority. Can they be combined in one application or do we have to submit a separate application for each?

Programs will submit one application; however each subpriority will have its own narrative response. For example if a program was interested in subpriority 2.1 *Expansion of adult education that is contextualized and supports career pathways for youth and adults in Rhode Island's critical and emerging industries* and subpriority 2.3 *Creation of partnerships between adult education programs and district collaborative to provide services to English Language Learners and youth with special needs that have aged out of their graduation cohort before reaching proficiency* there would be two narrative responses that clearly indicate the subpriority being addressed. This would mean that under the program narrative for part B there would be two responses to correlate to the two subpriorities. The applicant will be responding to the same questions but in the context of the particular subpriority. The budget would also treat them as separate projects.

17. A previous question answered – yes, each sub-priority can be treated separately (12 pages each) with corresponding budgets – has raised this budget question: If we are doing 6 subpriorities/6 narratives, we should then expand the Budget Detail sheet to have 6 project areas rather than 3, correct? Then should the Budget Summary page be expanded to have columns for the 6 sub-priorities; or on the Summary level should we then combine the sub-priorities into the 3 main priority areas and leave the Summary as is with 3 areas pulling in data from the various sub-priorities?

If a program responds to 6 subpriorities, you are correct that the budget detail should be expanded and also address the 6 subpriorities.

18. Under 2.1 is it acceptable to show we are bringing our students partially up the career ladder and transitioning them into vocational training? Or are we required to show job placement?

Priority 2.1 should include technical skill development (vocational training) as well as literacy/numeracy/language services. The preferred method is in a simultaneous or concurrent fashion or an integrated fashion. Accountability is based on learning gains, credentialing and employment outcomes.

19. Is a separate performance target chart required for 1.3 Distance Learning as this includes both current and potential students?

A separate performance target chart is not necessary at this time but programs should indicate in their narrative the intent in this area.

20. Does program activity and funding cover job developers? If so, under which sub-priorities is this acceptable?

Yes, job development is an allowable activity in all priorities. However, as with all budget line items there should be a direct correlation to project needs and design.

21. How does testing in both math and reading affect EFL completion rates?  
Currently, if a student has 2 post-tests he is counted only once. In the future, we will be testing for math and reading, reporting both tests. If a student goes up in both math and reading, is he counted twice---one time for each skill or not?

If a student completes a level in both reading and math that individual will only be counted **once** for the outcome related to completion of an Educational Functioning Level.

22. If we are developing services for RI Works students, do you require that a designated budget be prepared to reflect this?

The RI Works project is under Sub Priority 2.2 *Integration of adult education and hands-on technical training leading to academic and industry credentials for low-skilled current and former welfare recipients and other unemployed low-skilled with skills below the 6<sup>th</sup> grade, limited English proficiency and poor work histories*. Applicants responding to this subpriority should designate a specific project within the budget towards this.

23. When entering CASAS Pre/Post test scores in CALIS, will both Reading and Math assessment scores be recorded in CALIS? Will the lowest test score or both test scores that show gain be recorded on NRS tables 4 and 4b? In other words, should only one CASAS (lowest) score be initially recorded in CALIS in order to show gains on NRS?

Programs that are testing in multiple subjects such as reading and math must enter both scores into CALIS. The application will determine the lowest score and assign the applicable educational functioning level. Programs should not be only taking the lowest score and entering that into the system.

24. For Priority # 2, can more than one region be served if the provider is located in more than one region?

Yes